
UNITED STATES MARINE CORPS
THE BASIC SCHOOL
MARINE CORPS TRAINING COMMAND
CAMP BARRETT, VIRGINIA 22134-5019

**UNIT READINESS
PLANNING
W3P0003XQ
STUDENT HANDOUT**

Develop Training Plans

Introduction

This purpose of this class is to provide basic instruction on Unit Training Management and developing training plans. MCDP 1 states, *“The purpose of all training is to develop forces that can win in combat. Training is the key to combat effectiveness and therefore is the focus of effort of a peacetime military.”* The development of training plans and the management of such will ensure an effective and successful training program.

Importance

As an officer of Marines, one of your many duties and responsibilities is that of teacher of your Marines. In the not too distant future, you will find yourself tasked with preparing and giving a period of instruction to a group. With the proper preparation, and the understanding of some time-tested techniques, this should be a surmountable task.

In This Lesson

This lesson covers the following topics:

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Learning Objectives

Terminal Learning Objectives

TBS-TRNG-2012 Given a T&R Manual and with the aid of references, determine how to evaluate training ensuring that training events are being executed to standard in accordance with MCO 1553.3A, Paragraph 6.e and MCRP 3-0A, chapter 7.

TBS-TRNG-2011 Given a unit to train, approved Mission Essential Task List (METL), commander's training guidance, training plans, training schedules, trainers, T&R Manual, training resources, and with the aid of references, conduct training so that all trainees meet or exceed the performance standards for each event, and that all training complies with the intent of the training plan per the commander's guidance.

TBS-TRNG-2009 Given a specified T&R Event and references, create a Performance Evaluation Checklist to measure and record task completion to standard.

TBS-TRNG-2007 Given a scenario, determine unit training coordination required for each training event.

TBS-TRNG-2006 Given events to train, Training and Readiness (T&R) Manual(s), Commander's Training Guidance, and with the aid of references, develop a Training Scenario that drives the execution of a logical progression of skills and ensures adequate time and attention is given to preparation, rehearsals, execution, evaluation, and retraining.

TBS-TRNG-2005 Given a Mission Essential Task List (METL) and mission statement, a Unit Training Plan, a unit to train, training and readiness (T&R) manual(s), Commander's Training Guidance, and with the aid of references, develop Training Schedules to include all the required information to conduct the specified training, in accordance with MCRP 3-0A, Chapter 6, Section 4.

TBS-TRNG-2004 Given a Mission Essential Task List (METL) and mission statement, Training and Readiness (T&R) manual(s), Commander's Training Guidance, existing training plans, and with the aid of references, develop a Short Range Training Plan to convert the mid-range training plan into a 1-4 month plan that is a series of training activities and events, issuing detailed commanders' training guidance, identifying and coordinating

TBS-TRNG-2003 Given a mission statement, training assessment, HHQ METL and Commander's Guidance, Training and Readiness (T&R) manual(s), PTP Requirements, and with the aid of references, determine training strategy to focus training priorities on identified deficiencies and sustain proficiency in collective events required for MET certification.

TBS-TRNG-2002 Given an evaluation, define the commander's training assessment process to identify current unit proficiencies and deficiencies in selected training events.

TBS-TRNG-2001 Given a T&R Manual, commander's assessment, and commander's training guidance, and with the aid of references, use a T&R Manual to select individual and collective T&R events to correct training deficiencies identified in the commander's training guidance.

Enabling Learning Objectives

TBS-CORE-2110b Given an evaluation, identify approaches to collective training without omission.

TBS-CORE-2110c Given a scenario, apply unit training theory to build unit combat readiness.

TBS-TRNG-2001a Given a commander's assessment, and commander's training guidance, describe commanders guidance as it pertains to the development of a realistic training plan.

TBS-TRNG-2001b Given a T&R Manual, commander's assessment, and with the aid of references, identify information within T&R manuals to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2001c Given a T&R Manual, commander's assessment, and with the aid of references, select individual /collective task to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2001d Given a T&R Manual, commander's assessment, and with the aid of references, chain T&R events to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2001e Given a T&R Manual, commander's assessment, and with the aid of references, branch T&R events to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2002a Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, analyze assessment inputs to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2002b Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, assess unit proficiencies/deficiencies to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2003a Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and

commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, describe how to determine training priorities to generate training that achieves and sustains proficiency in each MET.

TBS-TRNG-2003b Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, define "E" coded events to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2003c Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, identify frequency for completion of each T&R event to develop a realistic training plan that supports the commanders guidance.

TBS-TRNG-2003d Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, determine remediation procedures to ensure training to standard is accomplished in order to meet the commanders guidance.

TBS-TRNG-2004a Given HHQ Mission Essential Task List (METL) and mission statement, a unit to train, Training and Readiness (T&R) manual(s), a unit training assessment, a training strategy, commander's training guidance, existing training plans, and references, identify unit METL to establish training priorities.

TBS-TRNG-2004b Given an exam, identify the training development phases in accordance with NAVMC 1553.1_(MCISD/SATE Manual).

TBS-TRNG-2005a Given events to train, Training and Readiness (T&R) Manual(s), Commander's Training Guidance, and with the aid of references, identify billets to train to accomplish the commander's training guidance.

TBS-TRNG-2005b Given events to train, Training and Readiness (T&R) Manual(s), Commander's Training Guidance, and with the aid of references, give a hip pocket lesson to meet the Commanders training.

TBS-TRNG-2006b Give events to train, Training and Readiness (T&R) manual(s), commander's training guidance, and with the aid of references, assign subordinate leader training responsibilities to drive the execution of logical progression of skills and ensure adequate time and attention is given to preparation, rehearsals, execution, evaluation, and retraining.

TBS-TRNG-2007a Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, develop a training support request to meet the Commanders training guidance.

TBS-TRNG-2007b Given an approved Mission Essential Task List (METL) and mission statement, HHQ METL and commander's guidance, a unit to train, training and readiness (T&R) manual(s), training requirements, unit training assessment, and references, identify support personnel coordination required for the TSR to develop a realistic training plan that supports the commanders guidance.

TBSTRNG-2009a Given an evaluation, define the steps to create a performance checklist without omission.

TBSTRNG-2012a Given an evaluation, identify key aspects of how to plan training to build individual and unit readiness.

23 . (Quiz) Given an evaluation, identify ways to evaluate training without omitting key methods.

TBSTRNG-2012b Given an evaluation, identify sources to evaluate training without omitting key sources.

Marine Corps Training Philosophy

“You are either in contact, moving to contact, or training!”

*LtCol “Chips” Catalone,
USMC*

The history of battle, a commander’s experience, and the wisdom of military philosophers all confirm the direct correlation between training and victory in war. Successful combat units train as they intend to fight and fight as they were trained. Marines base their future success on the battlefield on this philosophy. The Marine Corps undergirds this philosophy with a training mandate and a training imperative. This philosophy is further backed by a number of training principles described in MCRP 3-0A.

- Training Mandate
 - The Marine Corps’ mandate for training is simple and compelling: The nation must have units that are ready for combat! Because the Marine Corps trains for war, not for peace, the intended battle determines training directions and goals. War places rigorous physical, psychological, and moral demands on Marines, and a battle environment demands substantial dedication, perseverance, and motivation to ensure the highest possible chance of success. Success on the battlefield also demands the ability and willingness to fight. Combat-ready units are manned with motivated, disciplined, and proficient Marines; led by tactically and technically competent leaders; and conditioned through physically tough and mentally demanding training that ranges from individual Marine battle drills to joint combined-arms exercises. Pursuit of the highest possible quality of training must become a way of life in the Marine Corps.
- Training Imperative
 - Training is a professional and moral imperative. It is the Marine Corps’ responsibility to ensure that both regular and reserve components are properly trained. Training encompasses the full range of duties, responsibilities, and missions of Marines, and it must be embedded in all that Marines do. It can be as simple as practicing an individual task or as complex as conducting a joint or combined field training exercise (FTX) with an opposing force (OPFOR). It can vary from a squad leader informally making an on-the-spot correction, to a company commander teaching lieutenants how to apply tactical principles. Employing weapons, operating equipment, communicating information, maintaining vehicles, and rearming and resupplying units are all critical skills mastered only through training. From training comes the ability to follow procedures, to execute techniques, to apply tactics, and to integrate the capabilities of arms and services.

Training Principles

All Marines must understand and apply these principles at every level of training. These principles provide sound and proven direction and are flexible enough to accommodate the demands of local conditions and the judgment of commanders and other trainers. The principles of Marine Corps training are discussed in the following subparagraphs. These principles are not inclusive, nor do they guarantee success. They are guides that commanders can use to assess unit training programs.

- **Train as You Fight**
 - The battle is the ultimate test of training. To train as you will fight is the fundamental principle upon which all Marine Corps training is based. Therefore, all peacetime training must reflect battlefield requirements. All leaders are considered trainers and coaches, and they must ensure that individual Marines and units receive realistic training that simulates wartime conditions. Marines' training should prepare them to perform their tasks and meet operational standards during the complex, stressful, and lethal situations they will encounter in war. If units and elements are to function together during combat, they should train together during peacetime exercises. The Marine Corps' philosophy is to train well in peace so that it can fight well in war.
- **Make Commanders Responsible for Training**
 - Commanders at all levels are responsible for the training and performance of their Marines and units. They do more than manage training. The commander's personal presence and involvement demonstrate to all that training is the number one priority. Senior commanders personally train each direct, subordinate commander. The ability to delegate authority to an individual who is trained to accept responsibility is vital to the Marine Corps' operational concept. Therefore, training the chain of command is an inherent part of the Marine Corps training philosophy. It is an integral part in developing subordinate commanders into effective leaders. This provides subordinate leaders both implementing and supervisory responsibilities and also the opportunity to train other subordinate leaders. This delegation of authority fosters initiative throughout the chain of command and is vital to the teacher-trainer role.
- **Use Standards-Based Training**
 - Training standards are published in Training and Readiness Manuals (T&R Manual) as individual training standards (ITSs) for each military occupational specialty (MOS) and as mission performance standards (MPSs) for each unit. All training must conform to these standards. Standards-based training is the use of common procedures and uniform operational methods to create a common perspective within the Marine Corps. This method of training is further reflected in Marine Corps doctrine, tactics, techniques, and procedures. This commonality allows Marines to train, operate, maintain, and fight from a common perspective. Standards-based training—
 - Provides a measurement of performance.

Training Principles (Continued)

- Provides Marines with the ability to adjust rapidly to changing tactical situations.
 - Eliminates the need for retraining if units are cross-attached.
 - Fosters flexibility in battle by reducing the need for complex orders.
 - Teaches Marines to respond to changes in combat in a reflexive and automatic manner.
- Since the Marine Corps' standards-based training is used throughout the total force, it provides commanders with a firm foundation upon which to request needed resources that support training throughout the Marine Corps. These resources include funding, equipment, ammunition, and ranges.
- Use Performance-Oriented Training
 - Marines must be proficient in the basic skills required to perform their jobs under battlefield conditions. To achieve results, all training should be performance-oriented. Individual training occurs on a continual basis and is fully integrated into collective training. Marines are trained to meet published standards, not merely to occupy the time designated for training.
- Use Mission-Oriented Training
 - To obtain maximum benefits during training, commanders develop training programs based on mission analysis. The mission analysis provides a careful assessment of possible warfighting missions, identifies specified and implied tasks, and is the foundation for the mission essential task list (METL). The unit's combat missions are the basis for the development of tasks and for the specific standards to which each task must be executed.
- Train the MAGTF to Fight as a Combined-Arms Team
 - The cornerstone of today's Marine air-ground task force (MAGTF) is the combined-arms team. Combined-arms proficiency develops only when teams train together on a regular basis. Cross-attachment of units and routine employment of the full spectrum of combat, combat support, and combat service support functions must be practiced regularly. At the company, battalion, and regimental levels, combined-arms operations focus specific training requirements for combat support, combat service support, and aviation elements to rearm, resupply, evacuate casualties, and recover equipment quickly and to integrate indirect fires, electronic warfare, aviation, engineer, and air defense. Regimental and higher level commanders and their staffs must continually train to synchronize and integrate operations.
- Train to Challenge
 - Training must be challenging. If training is a challenge, it builds competence and confidence by developing new skills. The pride and satisfaction gained by meeting training challenges instills loyalty and dedication. It inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.

Training Principles (Continued)

- Train to Sustain Proficiency
 - Once units have trained to a required level of proficiency, they must sustain it. To sustain proficiency, commanders must continuously evaluate performance and design training programs that correct weaknesses and reinforce strengths. This means training year round, not focusing training on one or two key events during the year.

Commander's Responsibilities

"In no other profession are the penalties for employing untrained personnel so appalling or so irrevocable as in the military."

General Douglas MacArthur

Commanders at all levels are responsible for all of their units' training needs. To meet specific training needs, commanders develop overall unit training programs based on the best combination of available resources, materials, guidance, and time. Commanders must:

- Provide clear commander's intent/guidance throughout the process.
- Identify training objectives clearly.
- Plan training events and activities.
- Arrange for support.
- Ensure that the resources needed to conduct training are available.
- Ensure that training is conducted.
- Supervise and evaluate individual and unit proficiency.
- Supervise and evaluate training sessions, instructional quality, and UTM procedures.

Mission-essential tasks are not prioritized, they are all equally essential. But, the training of the skills necessary to achieve proficiency in the performance of mission- essential tasks is prioritized.

Systems Approach to Training & Education (SATE)

UTM is the use of SATE and Marine Corps training principles in a manner that maximizes training results and focuses unit training priorities on the wartime mission. Units cannot achieve and sustain proficiency on every possible training task. The Marine Corps has neither the funds nor the time for such an endeavor. Therefore, Marine Corps training must focus on wartime tasks. SATE assists commanders in identifying critical warfighting tasks, both for the individual and the unit, and it guides the Marine Corps' frugal application of limited resources. SATE is a systematic, problem- solving model used by commanders to produce an effective training program, and it is used in the development of all Marine Corps' training. For example, the application of SATE in the formal schools or operational units results in specific products that improve unit efficiency and maintain readiness. For instance, if applied in—

- A formal school setting, a program of instruction is generated.
- An operational unit, training plans are generated. No matter how it is applied, SATE provides commanders with needed training management techniques to analyze, design, develop, implement, and evaluate performance-oriented training. It guides commanders in the use of scarce resources by identifying where resources are needed most in order to maintain readiness. The SATE process, in regards to UTM, consists of five phases: analysis, design, development, implementation, and evaluation. The principles of the SATE process are briefly discussed in the following subparagraphs.

Systems Approach to Training & Education (SATE) (Continued)

- **Analysis Phase**

- The analysis phase determines the unit's performance objectives. The unit's performance objectives are written as tasks that the unit must be prepared to accomplish. The commander begins this phase with a detailed mission analysis. The inputs to this analysis include the commander's higher headquarters' METL, supported and supporting unit METLs, campaign plans, table of organization (T/O) mission statements, contingency plans, anticipated missions, and doctrine. Assistance available from the G-5 (plans) section should be sought in order to conduct a comprehensive analysis. If the analysis is conducted properly, the commander deduces a listing of **all** the unit's specified and implied tasks. The commander further analyzes this comprehensive listing of tasks to determine the unit's mission-essential, warfighting tasks. By doing this, the commander identifies a core listing of tasks that the unit **must** be capable of performing in a warfighting environment. This smaller, detailed listing of mission-essential tasks is the product of the analysis phase. The METL is the tool the commander uses to prioritize and focus unit training. The METL, once approved by higher headquarters, becomes the descriptive training document for the unit and provides a clear, warfighting-focused description of the highest level collective actions needed to execute wartime mission proficiency. The METL is the starting point for the design phase of SATE.

- **Design Phase**

- The purpose of the design phase is to design or layout a training plan for a unit. The design of each unit's training plan is based primarily on the unit's level of proficiency in its METL tasks. Unit training plans may consist of long-range, midrange, and short-range plans
 - Long-range planning focuses on major exercises and the training needed to meet the commander's METL for the next 18-24 months.
 - Midrange (annual) planning details how major subordinate unit METLs support the unit commander's METLs. It further refines the details of major exercises.
 - Short-range (quarterly) planning projects the training of collective tasks and drills of lower echelon units and all training events to be conducted in the next few months. The tasks, drills, and training events are taken from long-range and midrange plans.

During the design phase, the unit develops training plans that will result in the successful accomplishment of all mission-essential tasks. The unit's METL is the foundation used to develop its training plans. The METL is also supported by many other subordinate tasks from within the unit. Therefore, the unit training plan must address both unit METLs and subordinate tasks. The unit must plan for and schedule its training so that it successfully completes **all** of its mission-essential tasks. The first step in the design phase is to relate mission-essential tasks from the METL to one or more published MPSs from the unit's applicable Training and

Systems Approach to Training & Education (SATE) (Continued)

Readiness Manual (NAVMC 3500.XXX). An MPS is a unit or collective performance objective that contains a performance statement, a condition statement, and a standard statement. An MPS strives to define an observable action that is a critical part of the unit's mission. Collectively, all of a unit's MPSs should cover all its potential missions. A unit should be trained to perform all its published MPSs, however no unit has the resources to train and sustain proficiency on every task. Therefore, a unit trains to the MPS that supports its METL, then it trains to other MPSs as time and resources allow. The second step in the design phase is to prioritize the training of mission-essential tasks. Mission-essential tasks are not prioritized, they are all equally essential. Training priorities are determined by the commander's assessment of a unit's ability to perform a task when compared to its associated MPSs. Evaluation of a unit's past performance aids a commander in determining a unit's future training priorities. The third step in the design phase is to relate further subordinate, collective, and individual tasks to the MPSs that have been associated to each mission-essential task. Individual tasks are published as ITSs. ITSs are tasks that specify the individual proficiency requirements that support unit mission performance.

- **Development Phase**

- During the development phase, commanders ensure that all logistical and background preparations are completed prior to the actual start of the training evolution. The generation, submission, and follow through on requests for transportation, budgeting, ammunition, and other items that support the scheduled training are a critical part of this phase. All personnel and resources are allocated so that preparatory work can be conducted that will allow for the smooth execution of the training plans. Preparatory work may require the generation of letters of instruction (LOI) from the commander that direct specific implementation of training plans. Such LOIs serve to provide guidance and direction for preparation for training. It is also during this phase that trainers are trained to meet the needs of the particular training evolution. Trainers should review their instructional procedures and the materials they will present during assigned periods of instruction. Officers and SNCOs, who will lead units through training exercises, should review/define training objectives and goals in accordance with the guidance provided from the commander.

- **Implementation Phase**

- Training plans are executed during the implementation phase. Trainers should understand the desired performance, the standards, and the conditions under which training should occur. The implementation phase has three basic steps.
 - **Staging of Resources and Personnel**

This step involves the transition from the development phase (which planned, coordinated, and arranged all support for the training evolution) into the implementation phase (where the training evolution actually begins). During this step, all resources and personnel needed to conduct the training are assembled at the training site. This may involve transportation to the site, issue of weapons, placement of opposing force (OPFOR) units, etc., or it may be as simple as having a projector set up in a classroom and the troops assembled at the appropriate place at the scheduled start time.

Systems Approach to Training & Education (SATE) (Continued)

- Conducting the Scheduled Exercise

During the execution of the exercise, trainers ensure that Marines know/understand the intended goals and procedures and that they receive the training needed to achieve the desired performance.

- **Evaluation Phase**

- Evaluation is a continuous process that occurs at all echelons and during every phase of SATE. SATE is the dynamic process that allows continuous improvement to the training program by the application of evaluation techniques at any point along the process, not solely upon completion of a phase. Commanders constantly evaluate planning and resource actions to ensure they are mission-oriented and that they build toward combat readiness. Leaders at all echelons evaluate leader and individual training performance and provide feedback to the chain of command, trainers, and those being trained. Evaluation of unit training is the process of determining if the unit can accomplish the training objectives related to a specific training event. The drills and training exercises for a squad or crew are aimed at accomplishing the collective task(s) practiced in that drill/exercise. Training is evaluated when commanders, leaders, evaluators, or observers compare actual performance to the standards listed for that task. If evaluation indicates that a unit cannot perform to standard, that task becomes a priority for future training.

- **Developing a Checklist**

- The evaluator develops a performance evaluation checklist (PECL) based on MPSs/ITSs and uses it to evaluate unit performance. A checklist can help to optimize training time by highlighting the strengths and deficiencies of the unit, therefore, focusing future training on what and who needs to be trained, rather than retraining the entire unit/event needlessly. The checklist also provides the evaluator with a quick reference tool that identifies specific training standards.

- **Conducting an After Action Review**

- This step occurs after the training evolution has been completed, but it is based on observations taken throughout the planning and execution cycles. From platoon-size lectures to battalion field exercises, the instructor/staff conducts an after action review (AAR) at all levels. AARs discuss what went right, what went wrong, and what needs to be changed in order to better accomplish the objectives. The AAR should be used as input during the evaluation phase. The format of an AAR is Topic, Discussion, and Recommendation.

How to Use Training Standards in Units

Training standards are used to guide the unit's training program. At the unit level, both collective (MPS) and individual training standards (ITSs):

- Determine Individual and/or Team Proficiencies and Deficiencies
 - The proficiency of an individual Marine is determined by administering a pretest on each task he/she is expected to perform; e.g., ITSs. Assessing team proficiencies is accomplished by conducting battle drills, training exercises, or battle simulator exercises using MPSs.
- Determine Training Methods
 - Once training deficiencies are identified, a method to correct the deficiency can be selected. Training can include use of instruction, practical application, correspondence courses, training aids/devices, etc., to provide the desired results.
- Specify Training Funding/Resources
 - Commanders must determine the training funding/resources required to train individuals and units to master deficient skills. Planning must be done to ensure that instructors, ammunition, equipment, ranges, and classroom space are available as necessary.
- Evaluate Proficiencies as a Result of Training
 - After training is completed, the training standards are again used to ensure that individuals and teams can successfully perform all the required tasks. Individuals can be retested to determine if they have mastered the skills on which their performance was evaluated as unsatisfactory. Teams can be evaluated through exercises, drills, and inspections.

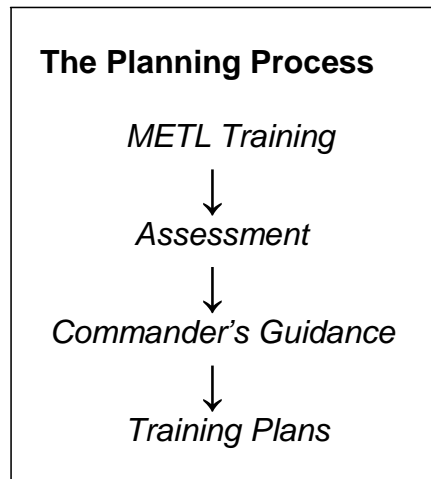
Develop Training Plans

- The Planning Process
 - Planning links the organizational METL with the subsequent execution and evaluation of training. Planning is a relatively centralized process in that the commander, the staff, subordinate commanders, and experienced SNCOs produce the training plan; it is not dictated by external agencies. The planning process results in mutually-supporting, METL-based training at all levels within a unit.

The commander provides two principle inputs at the start of the planning process: the METL and the training assessment. The training assessment compares the unit's current level of proficiency with the desired level of warfighting proficiency.

The following key questions must be asked during the assessment of a unit's training proficiency:

- What must the unit be able to do? (Identify unit missions and requirements. Set or update unit goals.)
- What can the unit do now? (Determine individual and collective proficiency.)
- How can shortfalls be corrected and strengths maintained? (Establish training priorities. Develop a unit training program. Prepare and issue a long-range planning calendar. Prepare and issue guidance needed to develop a long-range plan and supporting schedules.)



Develop Training Plans (continued)

- Establishing Training Priorities
 - The establishment of training priorities helps the planner determine what should be fit into the training plan first. Priorities must be established and clearly understood. To establish training priorities, commanders compare unit missions with current proficiency and then determine the relative training emphasis each mission should receive (see MCO 1553.3_). By prioritizing training, commanders remain focused in the allocation of limited training resources. Training is prioritized in the following order: mission-oriented training, formal training, and ancillary training. Training that is critical to mission accomplishment and the welfare of individual Marines receives top priority. Changes in the unit's mission may change existing priorities. Therefore, commanders periodically review priorities to determine if they are still valid.
- Training Techniques
 - Training exercises must use time and training resources efficiently. There are several training techniques that commanders can use to meet the objectives of the unit training program. These techniques can be applied individually or they can be combined.
- Multi-echelon Training
 - Marines are grouped by echelon or position; then the groups are trained separately, but simultaneously, to meet specific training needs at their echelons. The tasks are trained individually, collectively, or both, and are not necessarily related. This technique is used to manage training that precedes complex collective training or to sustain current levels of proficiency.
- Individual Training During Collective Training
 - Collective tasks and missions also consist of individual, leader, and team tasks. This allows instructors to address individual, leader, and team tasks while they are teaching collective tasks. This means training on more than one task can be conducted concurrently. Training individual tasks during collective training is an efficient and effective way to conduct training; however, it requires careful planning by commanders and subordinate leaders. Commanders and subordinate leaders must be familiar with the tasks to be trained so they can design a realistic scenario, recognize skills that need improvement, and know when the task should be completed. This type of training works well with skill progression training, which builds upon previously learned tasks to develop new or supervisory skills.
- Concurrent Training
 - During concurrent training, groups of Marines train simultaneously on different tasks. These tasks may or may not be related.
- Prime Time for Training
 - Prime time for training is when specific blocks of time are set aside exclusively for training. Everything from capability exercises to guard duty compete for precious training time. Because of the necessity to support other requirements, not all units can be assigned prime time for training at the same time.

Develop Training Plans (continued)

- During training, a unit's focus should be on its mission-essential tasks. Creating an environment that frees a unit from performing unnecessary nonmission-essential tasks during its planned training is critical.
- Hip-Pocket Training
 - Prime time training and mission training cycles are not the only time units focus on mission-essential training. Almost every day there is some unused time during which training can be accomplished. Leaders should take maximum advantage of this opportunity with previously planned alternate or hip-pocket training events. Hip-pocket training should be ready in case unforeseen events cause delays or cancellation of the planned training event. This is often a good way to accomplish ancillary training.

Training Schedules

- Training Schedules
 - Training schedule formats may vary among organizations, but they should—
 - Specify when training starts and where it takes place.
 - Allocate the correct amount of time for scheduled training and also additional training as required to correct anticipated deficiencies.
 - Specify individual, leader, and collective tasks to be trained.
 - Provide concurrent training topics that will efficiently use available training time.
 - Specify who conducts the training and who evaluates the results.
 - Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

The Training Schedule:

Type of Training Schedule	Description
Long-range training plan/training exercise and employment plan (TEEP)	<ul style="list-style-type: none"> • Is a long-range training plan <ul style="list-style-type: none"> ○ Lists all the major exercises and deployments in which units will take part ○ Chronologically lists the event and the unit that will be involved
Mid-range training plan	Includes a chronological listing of <ul style="list-style-type: none"> • Major training events • Exercises • Deployments
Short range training plan	<ul style="list-style-type: none"> • Serves as the master training schedule • Should contain all the training needed to <ul style="list-style-type: none"> ○ Prepare for events on the mid-range plan ○ Support the unit's training program

Training Schedules (Continued)

Monthly/weekly training schedule (apart of the Short Range training plan)	<ul style="list-style-type: none"> • Include all the exact details about the training • Are what you as lieutenants must be familiar with • Represents the fully coordinated training events that will take place • Answers these questions: <ul style="list-style-type: none"> ○ What ○ Who ○ Where ○ How ○ When ○ How Long
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No matter how well a training schedule is prepared, problems will occasionally occur. These problems are usually beyond your control. You can, however, prepare for these problems with foresight and proper planning.

Input to the Training Schedule.

- How does this seemingly complex system translate into practical knowledge? More specifically, how do you come up with your training schedule? Remember, the systems approach to training & education (SATE) is a process that allows you to *effectively* plan training. You could simply react to problems or fill the schedule with whatever comes to mind, *but this is not effective training*. If you use the SATE, you will have a well-trained, combat-effective unit. Your training schedule will have three major sources for input:
 - Unit training plan. Events on your training plan (your output from the SATE) are scheduled as required. You must include training events planned by your own unit, training events required by higher units, and training events that were scheduled earlier but not conducted.
 - Marine Corps order (MCO). Different MCOs mandate weekly, monthly, or yearly training. Troop information, PT, Marine Corps Institute (MCI) training, and MBST, to name only a few are all required by MCO. Your unit's training standing operating procedures (SOP) should include this information. If it does not, the S-3 will know the current requirements.
 - Unit training SOP. This SOP establishes training policies and requirements for the unit that are continuous and permanent in nature. It should
 - Provide a link between MCOs and your unit's requirements
 - Contain commander's guidance for training and other higher directives tailored to your specific unit missions.

Training Schedules (Continued)

How does it all come together? The following training philosophy and guidance letter from the Commanding Officer of 1st Battalion, 8th Marines, 2d Marine Division to his Marines and Sailors illustrates how the commander publishes his intent to his subordinate unit leaders. From this letter, the Commander's Guidance, and the time available, his subordinate unit leaders will develop a training plan to meet his intent.

Example of Commander's Training Philosophy and Guidance Letter

From: Commanding Officer, 1st Battalion, 8th Marines, 2d Marine Division
To: Marines and Sailors of the Battalion

Subj: TRAINING PHILOSOPHY

1. Philosophy. Our number one priority is to train Marines for success in combat. Anything that detracts from this priority should be questioned. We must train hard to be hard. To be effective, training must have the commander's emphasis during the planning and execution stages. I expect commanders to be their unit's training officers; a task that will not be delegated. Training will be objective-oriented (mission performance standards [MPSS]/individual training standards [ITSs]), and it will reflect centralized planning and decentralized control. The quality of training is determined during the planning stage that is where a commander's emphasis is best placed. We must be able to shoot, move, and communicate better and quicker than the enemy—quicker to the objective, quicker rounds on target, quicker decision-making, quicker recovery. To unhinge the enemy, we must be quicker than the enemy is; timing is everything on the battlefield. As such, our combat fitness and professional military education (PME)/tactical decision game (TDG) programs must be continuous. All leaders, from fire team leader up, must make the battalion's training motto a personal commitment:

Let no Marine's ghost say he died because you failed to train him or his leader.

In peacetime, the purpose of commanders and their leaders is to train Marines. The purpose of my staff is to assist commanders in the planning of training and its execution. If my staff is focused elsewhere, they are wrong!

2. Training Environment

a. Our training focus will be on combat mission profiles and attaining combat proficiency. We worked hard from January to August to develop a combat capability, our task now is to sustain these skills—both individual and collective. All training should be performance-related and should include the following steps:

- Preparing and coordinating.
- Training orientation/instruction.
- Practical application.
- Testing and evaluation.
- Debriefing/critiquing.
- Re-training in weak areas.

Whenever possible, we must train in an environment that simulates the stress, fatigue, and confusion of combat. Commanders must provide a mechanism for feedback, from the lowest level possible, in order to improve training.

Example of Commander's Training Philosophy and Guidance Letter (Continued)

b. When ashore, the training environment will be fast-paced, physically- demanding, and reflect continuous combat-like operations. Delete administrative and bivouac situations during exercises—go to the field, get tactical, and stay tactical. We should employ force-on-force training when possible, but this needs to be controlled to prevent a cowboy mentality. Force-on-force training should create decision-making opportunities that accomplish/reinforce the training objectives, not to see who can “win”. All training (field, garrison, and range) should be either drill or scenario driven. We must push ourselves during training exercises (this will require a well-planned training schedule). At the end of every field exercise, we should be physically tired and have the feeling that every available minute of training time was fully used.

The more you sweat in peace, the less you bleed in war.

c. We must be positive and creative in our approach to training. Repetition is the only way to develop habits that will ensure the correct responses under fire. This can make for a boring training environment unless we work hard at making training challenging and creative and promoting competition.

3. Marksmanship. My goal is that our battalion continues to be the best shooters in the division. To be effective in combat, we must be more accurate and quicker than the enemy. All marksmanship will be oriented first to accuracy and then to speed. Speed encompasses how quickly a target can accurately be engaged, a weapon can be re- loaded, or a downed weapon can be brought back into action. Blindfolded assembly and disassembly drills will continue to be a focus to ensure we can fight at night. The following is a breakdown of deployment/post-deployment marksmanship objectives:

a. During deployment:

- Short-range course, monthly (day and night)
- Squad automatic weapon (SAW)/machine gun qualification courses, monthly
- Sniper, 10 rounds weekly (ground and airborne platforms) All others as ammunition allows

b. Post-deployment:

- Short-range course, quarterly (day and night)
- SAW/machine gun qualification courses, quarterly
- Sniper, 10 rounds weekly (predominately ground platforms)
- Shoulder-launched multipurpose assault weapon (SMAW)/AT4, monthly
- All others as ammunition allows

Continue to concentrate on sustaining our military operations on urbanized terrain (MOUT) skills. Focus on the ship should be 50 yards and in, and focus ashore should be 50-300 yards. Use shoot/no shoot and friend/foe discriminating shooting drills to better prepare us for a peacetime rules of engagement (ROE) environment. Again, I see our most likely operating arena as urban, low to no light, restrictive ROE, and peacekeeping/peacemaking missions. Therefore, our live-fire should be oriented to this environment.

4. Orientation. In today's world of reduced budgets and competing priorities, we must make every round and training dollar count. As such, every round must be scored and recorded, and every exercise must be a learning evolution. I want each training event constructively de-briefed during training (when possible) and at the completion of training. This is best done with all hands in an open forum that is honest, objective, and

Example of Commander's Training Philosophy and Guidance Letter (Continued)

pulls no punches, but it must be constructive and instructive in nature. The object is for participants to critique themselves so that others can learn from their thoughts/ reasoning/mistakes (much like the post exercise critiques at Amphibious Warfare School [AWS] or Infantry Officer's Course [IOC]). The success of such a program is fragile, and its success hinges on our ability to set the correct tone. If done properly, these sessions are educational, they do not embarrass or discredit a Marine in front of fellow Marines.

5. Fitness. We must be combat tough at all times. Therefore, combat fitness is our focus. For example, chin-ups and kips do not equate to a combat function; but dead- hang pull-ups directly equate to pulling yourself over a wall or through a window. We will focus on ruck runs, rope climbs, dead-hang pull-ups, double running of the obstacle course, distance swims, stretcher and buddy carries, crew-served weapons races, line training, and forced marches with full load. The following standards apply:

a. During deployment:

- Partial PFT (dead-hang pull-ups, sit-ups), weekly
- Line training multiple times a week
- Stretcher carries
- Rope climbing
- Weigh-ins, weekly
- Forced march (7-10 miles) during every exercise ashore
- Unit runs/cardiovascular workouts, daily
- Morning unit runs in port, daily
- 5,000 meters on a rowing machine in 20 minutes

b. Post-deployment:

- Partial PFT (dead-hang pull-ups, sit ups), weekly
- Line training multiple times a week
- 3-mile ruck run (45 lbs, no flak jacket or helmet), monthly
- Running of obstacle course in 5 minutes, twice monthly
- Stretcher/buddy carries
- Forced march (10-15 miles), monthly
- Semi-annual PFT
- 1-mile swim (with safety boat and floatation), monthly
- Line training, weekly

We must replace the fat that I see with muscle. Our goal is to increase our upper body strength, decrease the fat around the waist line, and strive for greater load bearing endurance in all weather conditions.

Try hard to be hard, then stay hard.

6. Maintenance. Maintenance is a priority. We will accomplish maintenance through a combination of daily/weekly preventive maintenance and periodic 1- to 2-week maintenance stand down periods. Maintenance stand downs will be scheduled at the battalion level and will encompass all units. During these periods, all training will stop and a 100% effort will focus on detailed maintenance of weapons, vehicles, equipment, uniforms, and facilities. The goal of the stand-down is to detail inspect every weapon, remove carbon and rust from every weapon, inventory all 782 gear for accountability and serviceability, fix all vehicles (this also includes rust removal and spot painting), inspect wall lockers for accountability and serviceability, inspect seasonal uniforms, refurbish facilities, and verify account inventories. Some of these efforts will

Example of Commander's Training Philosophy and Guidance Letter (Continued)

require working party support and a detailed, coordinated plan. This period should also be used by trainers to look forward and add detail to the next quarter's training plan. If we do this quarterly, then we will be ready for the division commander's new "unannounced" Commanding General's Readiness Inspection Program.

7. Training Management. Great training events occur because someone took the time to plan and organize them. I hold commanders (not executive officers) personally responsible for the planning, organization, and execution of their entire unit's training. Our two biggest training problems are: (1) training is not planned and organized prior to taking Marines to the field and (2) logistic support requests are a swag and do not support the training plan. In other words, no one has coordinated the two. Commanders are responsible for ensuring proper coordination between training plans, range requests, and logistic support requests. My staff is here to support, but do not waste their time, or mine, by submitting a disjointed, uncoordinated training plan. Nothing irritates me more than wasting our Marines' time because we have not properly planned. Finally, if it is on the training schedule, it will be accomplished. I am the battalion training officer and all changes to the schedule will be approved by me. Accurate reporting of training is essential for getting credit for the great plans you develop. Commanders will ensure their XO/training NCO periodically reconciles local training records with the S-3 and with daily entries.

8. Professional Military Education/Tactical Decision Games. Our Marine Corps' formal schools do an excellent job of using case studies and TDGs to teach tactical decision making. The Fleet Marine Force is traditionally the worst user of these valuable tools. We must pursue this intellectual stimulation if we are to develop a oneness in the way we think and act on the battlefield. These events will be conducted in friendly, nonthreatening environments designed to foster discussion, bold thinking, new ideas, and growth. I do not study history to learn historical facts and trivia. I study history to examine the leadership styles and decision-making processes used on battlefields of the past in order to determine what I would want to emulate/avoid on battlefields in the future. All PME and TDGs will conclude with a review of lessons learned. During deployment, we will continue to do two PMEs per month and a commander's TDG every two weeks. Once back at Camp Lejeune, we will endeavor to do a SNCO/officer PME quarterly and a commanders TDG monthly. These PMEs and TDGs should then be used at the company level for your junior leaders.

9. Schools. Upon our return to CONUS, I want this battalion to aggressively pursue opportunities provided by the schools (PME & MOS). In my opinion, there is no one who is too valuable that they cannot go to school. There are many NCOs and SNCOs who need their PME equivalent in order to be competitive for promotion and reenlistment. In today's environment, schools are no longer optional, we, as leaders, must force our enlisted to attend PME schools, whether they want to go or not. Beginning in April, PME quotas will be our #1 priority for NCOs and SNCOs. Every local school has drops/no shows on their convening date. Have Marines prepared, packed, and standing by to fill these vacancies. This is one way to take care of our Marines.

10. Family Readiness. One of our most valuable assets is our families. They are usually the first to make sacrifices and the last to complain; they have also, traditionally, been lowest priority on the totem pole. I want us to make each family in this battalion feel that their needs are important. I expect leaders at every level to know their Marines' families and the quality of their lifestyle. The battalion landing team (BLT) XO is the family readiness officer. The BLT XO, BLT SgtMaj, family service representative SNCO, and chaplain are prepared to assist any battalion family in need. I am available to charge the flagpole for all family members in this battalion, and I expect all commanders and the first sergeant to follow my lead.

Example of Commander's Training Philosophy and Guidance Letter (Continued)

11. Recreation. All work and no play makes Johnny a dull boy. If my approach to training is followed, our Marines will be more than ready for some recreation. Companies should host periodic sports days or field meets to allow Marines to "let off some steam". The battalion will host a quarterly combat field meet to foster healthy competition between units. All such events will be centered around competition and physical activity. I fully encourage refreshments, but alcohol is not the focus. Camaraderie is not birthed at the bar over a beer, but at the bar comparing war stories of the toughest, most demanding event Marines have been through. If our training is as demanding as I want, our camaraderie will take care of itself.

12. Medical. We must maintain our deployability by supervising our dental and immunization statistics. These are two areas that easily get away from us if we are not careful. Task your senior corpsman to track both! When ashore, take advantage of opportunities to conduct stretcher carries. We must maintain our capability to move a litter 3-4 km at night over rough terrain without further damaging the patient, while providing adequate security.

13. Nuclear, Biological, and Chemical. I still want 12 hours of nuclear, biological, and chemical (NBC) training each month. Onboard ship, I specifically task every Marine to conduct at least one, masked, three-hour drill doing their normal work-related functions (i.e., typing, maintenance of weapons/vehicles, assemble/disassemble of weapons, fast roping, shooting, etc.). We must become more comfortable and confident in performing our duties while masked.

14. Individual Equipment. The following individual equipment items are required items for all hands:

- wrist watch
- compass
- red lens flashlight
- whistle
- ear plugs

15. Marine Corps Institute. The continuing education of our Marines is critical to our success. Platoon sergeant and squad leader fitness reports should reflect how well these programs are being run. All Marines should be enrolled in at least one Marine Corps Institute (MCI) course. All sergeants and above should be enrolled in the appropriate PME course. The following MCI courses are mandatory for all Marines:

- Marine NCO
- Personal Finance
- Scouting and Patrolling

16. Training Goals and Objectives. Our training goals and objectives are as follows:

a. During deployment

(1) Shipboard

Combat fitness

Marksmanship (short-range, low-light, discriminating)

Assemble/disassemble weapons drills

MOUT

TDGs on possible tactical recovery of aircraft and personnel (TRAP)/

noncombatant evacuation operation (NEO)/reinforcement missions NBC

PMEs

Example of Commander's Training Philosophy and Guidance Letter (Continued)

(2) Spanish amphibious landing exercise (PHIBLEX)

- Advance force operations with Spanish forces
- Co B(-) pre-assault raid
- Controlled force-on-force
- Offensive operations (mobile screening/reconnaissance, helicopter operations, mechanized operations, deliberate attack, area defense, night patrolling)
- Retrograde/withdrawal under pressure
- Amphibious landing with scheduled waves and select on-call waves.
- Fire support coordination exercise (FSCEX) with artillery, 81 mm, and close air support (CAS) (RW & FW)
- Platoon live fire and maneuver
- 10-mile forced march
- TRAP exercise
- Dragon shoot
- Fix broken vehicles

(3) Italian PHIBLEX

- Platoon sustainment training
- Cold weather sustainment training
- Minimize live fire training

(4) NOBLE SHIRLEY XVI

- Primary focus is live fire and combined-arms training
- Platoon and company live fire
- Platoon and company live fire and maneuver
- Mobile assault course for all company field skills training (FST) (combined arms exercise [CAX] style, without troops)
- Long-range helicopter raid with each company
- MOUT training at company level and below
- Anti-tank training with appropriate weapons systems
- BLT combat field meet
- Fix broken vehicles

(5) Out-chop

- Washdown of all vehicles
- Clean and inventory all 782 gear
- Turn-in all training allowance pool (TAP) equipment to supply
- Maintenance stand down (vehicles and weapons) BLT sports day/picnic

(6) TRANSLANT

- Maintenance stand down
- Post-deployment equipment and personnel inspection prep
- Air contingency battalion (ACB) prep
- Organize for leave and schools

b. Post-deployment

(1) Pre-leave period

- 72 first weekend back
- Maintenance stand down for post-deployment equipment inspection

Example of Commander's Training Philosophy and Guidance Letter (Continued)

- Set-up and fix-up new battalion area
- Semiannual PFT
- Post-deployment inspection
- Officer/SNCO hail and farewell
- Key volunteer appreciation dinner

(2) Post-deployment leave period

- All hands simultaneously
- Tentative dates (5-18 May)

(3) Post leave period

- Final BLT run/formation
- Chop R Btry, light armored reconnaissance (LAR), assault amphibious vehicle (AAV), combat engineer battalion (CEB) back to parent commands
- Personnel shifts
- Continue set-up and fix-up of new battalion area
- Battalion change of command
- Rifle/pistol range details
- Regiment guard
- ACB
- SNCO/officer staff ride to Fredericksburg

Summary

Successful combat units train as they intend to fight, and fight as they are trained. To be successful, the training must be well thought-out, prepared, and executed. The systems approach to training, when properly used, will ensure success. This will, in turn, maintain the Marine Corps as the finest military force in the world today.

References

Reference Number or Author

Reference Title

MCRP 3-0B	How to Conduct Training
MCRP 3-0A	Unit Training Management Guide
MCO 1553.3B	Unit Training Management (UTM) Program
MCO 1510.97	ITS for Basic Officer 9901 Lieutenant and Warrant Officer
MCO 3501	MCCRES standards
MCDP 1	Warfighting
MCRP 6-11B	Discussion Guide for Marine Corps Values
MCWP 3-11.1	Marine Rifle Company/Platoon
MCWP 3-11.2	Marine Rifle Squad
MCWP 6-11	Leading Marines
MCRP 3-11.1A	Commander's Tactical Handbook
MCO P3500.72A	Marine Corps Ground Training and Readiness (T&R) Program

Glossary of Terms and Acronyms

Term or Acronym	Definition or Identification
AAR	After-Action Review
AAV	Assault Amphibious Vehicle
ACB	Air Contingency Battalion
ACE	Aviation Combat Element
AWS	Amphibious Warfare School
BLT	Battalion Landing Team
BST	Battle Skills Test
C2	Command and Control
CAS	Close Air Support
CATF	Commander, Amphibious Task Force
CAX	Combined-Arms Exercise
CEB	Combat Engineer Battalion
CEOI	Communications-Electronic Operating Instructions
CIFS	Close-In Fire Support
CONUS	Continental United States
CSS	Combat Service Support
CSSE	Combat Service Support Element
CWS	Combat Water Survival
EMCON	Electromagnetic Emission Control
EXSCHED	Exercise Scheduling
FO .	Forward Observer
FRAGO	Fragmentary Order
FSC	Fire Support Coordinator
FSCC	Fire Support Coordination Center
FSCEX.	Fire Support Coordination Exercise
FSMAO	Field Supply and Maintenance Analysis Office
FST	Field Skills Training
FTX	Field Training Exercise
GCE.	Ground Combat Element
HF	High Frequency
HQMC	Headquarters, U.S. Marine Corps
H&S	Headquarters and Service
IOC	Infantry Officer's Course
ITS	Individual Training Standard
ITSS	Individual Training Standards System
JOPEX.	Joint Operation Planning and Execution System
JULLS.	Joint Uniform Lessons Learned System
LAR	Light Armored Reconnaissance
MAGTF	Marine Air-Ground Task Force
MARFORLANT	Marine Forces Atlantic
MARFORPAC	Marine Forces Pacific
MARFORRES	Marine Forces Reserve
MATMEP	Maintenance Training Management and Evaluation Program
MCCRE.	Marine Corps Combat Readiness Exercise
MCCRES	Marine Corps Combat Readiness Evaluation System
MCI.	Marine Corps Institute
MCLLS	Marine Corps Lessons Learned System
MCO.	Marine Corps Order
MCTEEP	Marine Corps Training, Exercise, and Employment Plan
MDSS	MAGTF Deployment Support System
MEDEVAC.	Medical Evacuation

Glossary of Terms and Acronyms (Continued)

Term or Acronym	Definition or Identification
MET	Mission-Essential Task
METL	Mission Essential Task List
MOPP	Mission-Oriented Protective Posture
MOS	Military Occupational Specialty
MOUT	Military Operations On Urbanized Terrain
MPS	Mission Performance Standard
NBC	Nuclear, Biological, and Chemical
NCO	Noncommissioned Officer
NEO	Noncombatant Evacuation Operation
NSFS	Naval Surface Fire Support
OPFOR.	Opposing Forces
PFT.	Physical Fitness Test
PHIBLEX.	Amphibious Landing Exercise
PME	Professional Military Education
PPO	Plans, Policies, and Operations
ROE	Rules of Engagement
SACC.	Supporting Arms Coordination Center
SATE	Systems Approach to Training & Education
SAW.	Squad Automatic Weapon
SLAP	Sabot, Light Armor Piercing
SMAW.	Shoulder-Launched Multipurpose Assault Weapon
SNCO.	Staff Noncommissioned Officer
SOP	Standing Operating Procedure
SORTS	Status of Resources and Training System
TACLOG	Tactical-Logistical Group
TAP	Training Allowance Pool
TDG	Tactical Decision Game
TEEC	Tactical Exercise Evaluator Controller
T/O	Table Of Organization
T&R	Training and Readiness
TRANSLANT.	Transatlantic
TRAP	Tactical Recovery of Aircraft and Personnel
UHF	Ultrahigh Frequency
UJTL	Universal Joint Task List
UNTL	Universal Naval Task List
USA	U.S. Army
USMC.	United States Marine Corps
UTM	Unit Training Management
VHF	Very High Frequency
WSQ.	Water Survival Qualified
XO	Executive Officer

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.